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THE AMERICAN ACADEMY IN ROME AND CLASSICAL STUDIES IN AMERICA

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I presume that the name of the American School of Classical Studies in Rome is more or less familiar to the majority of the readers of the *Classical Journal*. Many of them have heard reports of the institution from those who knew of it at first hand; a considerable number have been associated with teachers who have studied there; and over two hundred have themselves been enrolled as members at some time or other in the eighteen years of the School's existence. They do not need to be informed that this institution, since its opening in 1895, has occupied a unique place in the general economy of American education, being correlated with the schools at Athens and Jerusalem, as regards general character and scope, but differentiated from them by as much as Rome and what Rome signifies is different from Athens and Jerusalem.¹ Most of my readers have also heard of the recent union of the School with the American Academy in Rome, an advanced school for architects and artists, and if they are of a precise and inquiring turn of mind they know that the old Classical School and the old Academy are now the two component parts of the new institution, the united American Academy in Rome. The

¹ The scope of the Classical School has always been broader than the word "classical" in its title might seem to imply. Early Christian, mediaeval, and Renaissance studies have been included from the first, and the history of modern Italy is now recognized. I presume that my favorite definition, when I am asked what is the scope of the Library, would apply equally well to the School: "that it includes everything that has to do with the history of human life in Italy from the earliest times, and also with the history of human life in other countries in so far as that may be expected to throw light on Italian civilization either as influencing it or as being influenced by it." This, like all good definitions which are intended as guides for conduct, has the advantage of containing several elements which are susceptible of various interpretations as circumstances may demand. To take a specific instance, if it should prove that we shall have to study Hittite culture in order to understand the Etruscans, then Hittite studies can properly occupy our attention in Rome and can have a section provided for them in the Library.

former American School of Classical Studies in Rome is now the School of Classical Studies of the American Academy in Rome.

I doubt, however, if the average reader of these pages has a clear and definite idea of the exact nature of these recent developments, and of what they mean to him personally as a teacher or student of the classics. And I feel it my duty and privilege, as being both in touch with classical education in America and perhaps to an exceptional degree familiar with conditions in Rome, to avail myself of the opportunity afforded by the pages of the *Classical Journal*, for presenting a brief but definite statement of what has happened in the past two years and what may reasonably be expected to happen in the future. It will of course be understood that such opinions as may be expressed in the course of this article are no more than my personal opinions, for which the responsibility rests with me alone. The facts I shall endeavor to state as accurately as possible.

It is difficult for those of us who know Rome and know the site of the new American Academy on the Janiculum to express ourselves on the subject without some show of enthusiasm. I know that the scholars whom it has been my privilege the past year to guide to the *belvedere* of the Villa Aurelia, the highest point within the ancient circuit of the city's walls, and who felt the sudden apparition of all Rome and most of Latium spread out at their feet, bathed in the rich colors of a Roman afternoon, framed in by the noble outline of the Alban Mount and the stern barrier of the gray Sabines and the solitary crag of Soracte, with perhaps, if the day is waning and you know just where to look on the western horizon, the far-distant gleam of sunlit sea—I am sure that these scholars, whom I have seen speechless with emotion when confronted with what to the student of western civilization is the most momentous landscape in existence and to the soul with eye for beauty certainly one of the most inspiring, will agree with me that for a discussion of the real estate of the American Academy in Rome the Pedestrian Muse is less well adapted than the measures in which Horace immortalized Soracte, or in which Martial sang:

Hinc septem dominos videre montis
Et totam licet aestimare Romam,
Albanos quoque Tusculosque colles. . . .

But the reader would prefer to await the time of his own Roman experiences, and then to enjoy these things for himself. What he wishes now, and what it is my purpose to give him, is an unemotional, business-like statement of what, by reason of recent developments, the Classical School in Rome is able to offer him. He wishes to know, first, what has taken place? Second, what is the new material equipment of the institution? And third, what are the facilities for research and study which are to be offered?

First, as to the change which has occurred in the status of the Classical School. This is not the place for me to speak of what the recollections of the former school mean to a few of us "old-timers." Suffice it to say that for the space of eighteen years the old Classical School has represented American scholarship in a dignified manner in this cosmopolitan community; has assisted according to its ability in the advancement of historical science; and through its alumni has exercised a salutary influence on education in America. While as individuals we are conscious of our own shortcomings, still as concerns the School itself there is a feeling of honest satisfaction in the record.

But it has never been a large institution, and in various ways those who were most familiar with it knew that its potentialities were far from being fully realized. In particular, on the material side, we saw that the hired house at 5 Via Vicenza, which for a term of years has served as a dignified and comfortable residence for the School, and the leaving of which, to tell the truth, will have in it a touch of sadness, would within measurable time prove inadequate for our needs; and on the intellectual, or perhaps I should say the spiritual, side we felt the pity of it, that we whose business it was in large part to interpret the remains of the artistic activity of other times, while living in the same city with a community of productive American artists, should not be thrown more intimately into contact with them and with their work; we knew we had much to learn from them, and we might hope to be able to give them something in return. And as to the actual membership of the Classical School, it always has been a source of keen regret that we seemed unable to reach the great mass of American classical teachers, whose school curriculum tied them down in the cities of their residence throughout the only part of the year when, under the old

order of things, it was humanly possible to keep the School open. We had thought of a summer session, but in a small house, with a faculty whose time throughout the year was all too fully accounted for as it was, and with very limited financial resources, such a project was obviously out of the question.

Under the new organization, the School is one of the two component parts of a very strong institution; instead of living in a hired house it occupies permanent quarters, in which all has been done that the best architectural skill of America and Italy could do to meet its ideal requirements both for the immediate present and, as far as we can see, for a long future. Its Fellows will have constant opportunity for association with their friends of the School of Fine Arts. Its library is now the library of the united Academy, and as such its friends may expect to see it develop from now on as never before. And the establishment of a central administration for the affairs of the united institution relieves the classical faculty of a large part of the miscellaneous demands upon its time and energy which, though never complained of, and seldom realized by outsiders, still tended to cripple it in the pursuit of its scholarly work, reminding one sometimes of the plight of the old Temple-builders, who with one hand held the sword and with the other carried the stones with which to build the Lord's house.

Secondly, what is now the material equipment of the Classical School in the new Academy? It will derive its full share of benefit from the administration building, the Villa Aurelia, with its sixteenth-century wing built on the Aurelian Wall, and its formal Italian gardens that would have brought joy to the heart of a Pliny, and its Garibaldine memories, and its incomparable view of Rome. Its library,¹ now the common possession of artists and historians alike, in the eyes of the law, as it always has been for practical purposes in the eyes of its administrators, is adequately

¹ It is a good library, for the field which it covers. I have endeavored to put on record the fascinating history of its early years, and to state its condition at the time of writing, in my report which was published in the *Bulletin of the Archaeological Institute of America*, III (1911-12), 234-45, to which I may refer for details. Since that report was prepared, there have been three developments of importance in the Library: First, it has received the collection of art works which had belonged to Mr. Francis D. Millet, the distinguished artist who was long associated with the Academy in various important capacities, and whose heroic death on the "Titanic" is still fresh in the minds of all. Secondly, through the action of a number of editors of American

housed, with provision for the expansion of the next thirty years at least. Its museum has a specially designed room provided for it. One of the two faculty houses is at its disposal. For the ideal scheme of twelve Fellows (including students of both the ancient and the later periods of history), comfortable housing is assured, and individual studies are provided communicating with the main library room. And—perhaps the most important feature of all—the scale of the new buildings and in general the size of the new institution are such that it will now be possible, beginning in 1915, to have a summer session for teachers, lasting from about July 1 to August 12, with room for several hundred members, at a time of year when relief from their professional duties in America will permit them to come to Rome.

I find that in giving the answer to the question: "What is now the material equipment of the Classical School in the new Academy?" I have practically answered the third question as well: "What are the facilities for research and study which are to be offered?" And I think there is not much for me to add. The Classical School will go on doing what it has been trying to do these past eighteen years, but doing it with better equipment, and we may hope doing it better. It will not do it with a clearer vision or greater hope or more true devotion than the men to whom the inception of the School and the conduct of its affairs in those first years of small things were due; their successors will do well if, in the face of larger opportunities and with more equipment, they carry out the ideals of the institution with the wisdom and zeal and devotion of the founders.

The following paragraph may serve to correct a misconception in the minds of some readers:

One of the features of the Classical School in the past has been its co-operation with the women's colleges and the coeducational

art and architectural magazines, in presenting the copies of their periodicals, the Library is tending still more to become the central depot in Europe where scholars will come to consult American publications. And thirdly, the generous action of Miss Eleanor de Gr. Cuyler, in establishing in memory of her brother, Mr. Cornelius C. Cuyler, who for many years was treasurer of the Classical School, two alcoves devoted to the subject of ancient art in all its manifestations, makes it highly probable that in the course of a few years we shall have in this particular field not merely one of the best working libraries in the Mediterranean basin—we have that already—but one of the half-dozen best consulting libraries in the world.

universities of America in the matter of admitting women to its privileges. There is no reason to suppose that this tradition will be modified in the future. Women play a large and important part in the educational and scholarly life of America, and the American Academy in Rome, as being virtually a national institution, recognizes this fact and its own obligation to conform to it. The Academy is for the present obliged to limit its dormitory accommodations to the men Fellows; but this is the only respect in which a woman who would have been admitted on equal terms with men in the old Classical School will find herself at a disadvantage. It is not that the women are less fortunate than before, but that the men are more fortunate. And when the ideal of the director of the Academy is realized, looking toward a dormitory for women, then that sole form of discrimination will cease.

I trust that this brief account of the classical side of the new institution will not leave the reader with the impression that the years of wandering in the wilderness are over and the Promised Land has been reached. The opportunity is indeed great, and the inspiration is great. But there is much still to be accomplished, much hard work and much sacrifice, before we can afford to view things with complaisance—if indeed we ever reach that state of dubious happiness. There is much work, scholarly and otherwise, for those in Rome, before the Classical School will have fully adapted itself to its greater environment. There is much to be done, and by many people, before the institution will be in such a financial position that it can adequately respond to its great opportunities. There is much to be done in enlisting the sympathetic co-operation of scholars and academic communities throughout the United States. And there is much of the best sort of missionary work to be done by the reader of this article, in spreading among those of his acquaintance whom the American Academy in Rome needs, and who need the American Academy in Rome, the knowledge of the institution which is waiting for them on the Janiculum.¹

¹ Full information concerning the American Academy in Rome will be found in the *Annual Report* for the year 1912, copies of which may be obtained by writing to Mr. C. Grant La Farge, Secretary of the American Academy in Rome, 101 Park Ave., New York City.